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ABSTRACT

This annotated bibliography notes reports and articles concerning models, techniques, and plans for implementing global education into the elementary and secondary school curriculum. Over 60 entries are listed alphabetically under the topics of elements and challenges for a global education, adding a global perspective to the school curriculum, and adding a global perspective to the social studies curriculum. Most entries were published in the 1970s. A two-page list of terms relevant to global education is provided. The final section includes a review of global education literature on the topics of the challenges, place in the curriculum, components of a global history course, states which have initiated global education programs, citizenship education, and futures study courses. (KC)

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ADDING A GLOBAL PERSPECTIVE TO THE SCHOOL AND THE SOCIAL STUDIES CURRICULUM

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INTRODUCTION

> Our democracy is based on the belief that all citizens need to be well informed, both as individuals and as members of the community, if their judgements and decisions are to be effective. To be well informed, we need to understand the context in which we function--and that context now includes our community, our nation, and our world. That's what a "global perspective" is about. It consists of the information, attitudes, awareness, and skills which, taken together, can help us understand our world, how we affect it, how it affects us. (King, 1980: 44)

Many Americans celebrated the ending of World War II with the sincere hope of never going to war again. Americans realized isolationism would not provide an answer to world peace. The door to the world swung open, exposing a sphere of mystery and educational challenges. America could not lead in world peace without first creating an understanding of the globe. The logical place to begin the goal of international awareness was the school system. Americans learned of foreign people and places realizing differences with a certainty of the American way being the correct way. The world was a division of nations looking out for self-interest. It was accepted that some nations were poor and some nations were rich. The world was seen as unrelated regions to be studied individually.

The following decades were marked by the United States becoming involved in small wars across the globe. Korea, Viet Nam, and Cambodia became household words. The communication improvements of television and radio made war a reality to Americans. People began to question the necessity of war and demonstrations in support of world peace and understanding developed around the country. The world had grown smaller, revealing its certain unity. Education had a new challenge, how to discover the international links of the world's people.

With the 1970's came even more changes for Americans. The international links of the world disclosed the importance of the biosphere. The entire future of the earth was in question. Limited natural resources, pollution, and population growth came into the limelight. American education accepted the challenge of preparing students for a global age with a future focus. However, the actual implementation of programs has been slow and in some cases totally absent. Yet, educators continue to employ a variety of means to provide adequate training for responsible global citizenship. Both the secondary and elementary schools have instituted programs for teachers, communities, and students with a global perspective to meet the demands of the past, present, and future.

STATEMENT OF THE PROBLEM

Federal, state, and local projects have been created to add a global perspective to American education. Yet, there are still many schools without global education present in the curriculum. This situation has provided the foundation for this study.

PURPOSE OF THE STUDY

The purpose of the study was to inform educators of the possible models, techniques, and plans of implementing global education.

ORGANIZATION OF THE STUDY

The first section of the study covered the importance of global education. Both the challenges and the elements of global education were reviewed.

Section two dealt with the implementation of global education by the school. The process may include the elementary curriculum or the entire K-12 curriculum.

In the third part, implementation of global education surrounding the social studies curriculum has been researched. Possible approaches include global citizenship; local/global study; futures study; and global history. The annotations have been alphabetized under subdivisions.

DEFINITIONS OF TERMS

Attribution theory-- "An action is attributed to an underlying disposition" (Clifford: 186)

Citizenship education -- "Resized to include word-mindedness, a sense of the future, and the dynamics of change in an interdependent world" (Leestma, 1978: 6)

Communication revolution -- "An age where everyone can see and hear one another" (Beckner, Fall, 1980: 2)

Futures education -- "A fairly broad range of approaches used to translate selected concepts and techniques of futurism into learning experiences" (Fitch: 21)

Global awareness -- "The realization that the earth is a single system; it is the process of being open, sensitive, knowledgeable and positive toward other cultures as well as towards one's own" (Simonson: 75)

Global citizenship -- "Citizenship within the context of a global age" (Anderson L., 1980: 64)

Global community -- "World as community" (Wilson: 258)

Global consciousness -- "A knowledge that there is something out there, the world" (Simonson: 78)

Global education -- "Seeks to connect rather than divide men; it should make clear their common humanity and emphasize their common fate" (Becker, 1973: 33)

Global interdependence -- "Useful way to perceive the world is as a planetary ecosystem -- an interconnected

global web of interacting and interdependent physical, biological, and social subsystems" (Leestma, 1979: 2)

Global perspectives -- "Information, attitudes, awarenesses, and skills which taken together, can help us understand our world, how we affect it, and how it affects us" (King, 1980: 44)

Global specialization -- "Study of specific land, peoples" (Simonson: 78)

Global understanding -- "Study of the basic similarities and differences of people, their inter-relationships, problems, and possible solutions, a realization of global interdependence" (Simonson: 78)

Intergenerational responsiblity -- 'Actions taken today inevitably affect the future--of mankind as a species" (Leestma, 1979: 3)

International education -- "Education about international or global society, as a whole and in its part" (King, 1971: 15)

International human rights -- "The attaining of human rights by all mankind" (Leestma, 1979: 2)

Spaceship earth -- "To look at the world as a single system" (King, 1971: 6)

World-centered education -- "Studying the world as a society and a single planet" (Becker, 1979: 45)

ANNOTATIONS

ELEMENTS AND CHALLENGES FOR A GLOBAL EDUCATION

Elements

Becker, James M., Education for a Global Society, Phi Delta Kappa Educational Foundation, Bloomington, Indiana, 1973, 42 pp.

Becker reviews the imperatives of globalism. The past efforts of global education were begun by peace studies, and the study of developing nations. Global education brings together the interdependent nature of the world--the earth--into one unit with diversity which restructures international education. Predictions of future actions in education need to be humanistic attempts to clarify values in global decision making. A map of the world today would show the common ethnic interests, social concerns, and economic connections of the world's people.

Groennings, Sven, "Why Global Perspectives?" National Association of Secondary School Principals Bulletin 64:35-42, November, 1980.

The basic reason for global education in the schools is that the world has made a daily impact on students. The five elements of global education tie the world-view closely together. The elements are: future jobs and living standards, national security, communication, education, and politics. Each aspect touches the lives of students. The secondary school is the end of many American's formal education. This makes the secondary school a vital place for global education. The principal assumes the leadership role for implementing global education. Support must be given from the community and the teachers to make the program successful.

Leestma, Robert, "Global Education", American Education, (reprint), June, 1978, 6 pp.

Leestma describes global education as a humanistic education appropriate to the reality of interdependence on an ethnically diverse and culturally pluralistic planet with finite natural resources. The components of global education are: 1. unity and diversity of mankind, 2. international human rights, 3. global interdependence, 4. intergenerational responsibility, and 5. international cooperation. Global education is important due to the growing interweaving of the world. The article states global planning is needed to preserve the future. The challenge of global education is to prepare students for the skills and changes needed today to make the future more humanistic.

Leestma, Robert, "Education For A Global Age: What Is Involved?" Vital Issues 28:1-6, March, 1979.

Leestma defines global education as inclusive of five curricular areas. They are: unity and diversity of mankind, international human rights, global interdependence, growth vs. equilibrium, and underdevelopment and instability. The article further states that the growing interdependence of the world, politically, economically, and sociologically is of great importance. The author also includes a list of competencies needed for global education development. He challenges educators to reach a global perspective rather than a national perspective in their classrooms.

Marker, Gerald W., "Global Education: An Urgent Claim on the Social Studies Curriculum," Social Education 41:12-19, January, 1977.

Marker defined global education as a study of the "spaceship earth" and the interrelationships of mankind. He relates population, food, and energy as urgent demands of a global curriculum. The article offers suggestions to teachers and provides a list of possible resources to be used in the classroom. He suggests ways in which an already-established curriculum can be given a global perspective.

Challenges and Recommendations

Becker, James, "The Case For World-Centered Education", News and Notes On The Social Sciences 1-3, Fall, 1980.

World-centered education is not a new concept, it can be traced back to Biblical times. The article further states, global education has been pushed in the center-stage position due to the communication revolution of televisions and telephones. Science and technology have webbed the world's nations together. These events demand all citizens understand the global processes of the earth. Everyday people come into contact with international links.

Boyer, Ernest L., "A Global Perspective, the New Imperative," Today's Education 67:69-70, November/December, 1978.

The article supports the need for global education. It is important to the understanding of our world to realize the interdependence of the earth's problems. Limited resources, population explosions, atmospheric pollution, food distribution, and war/peace are issues which tie the nations of the world together. The Office of Education's plans for supporting global education are outlined. Included are NDEA Title VI and ESEA Title VI-C. Toynbee and MacLeish are cited as supporters of global education.

Burn, Barbara B., "Education for an Interdependent World", National Association of Secondary School Principals Bulletin 64:50-53, November, 1980.

Burn gives a short account of the President's Commission on Foreign Language and International Studies. The report revealed the decline of international study in the U. S. The commission recommended the establishment of courses to bridge the gap. Burn relates the problem of developing practical materials for teachers. Often experts in the field do not have the sensitivity to the needs of a school population on the elementary or secondary level.

M'Bow, Amadou-Mahtar, "Science, Education, and Culture in Our Global Society: The Role of UNESCO", Social Education 43:422-426, October, 1979.

The author states science has transformed the economic, social, and cultural systems of society. The ends of these changes have been questioned since the 1960's. The high cost of war, prestige, and profit are no longer acceptable by the global community. UNESCO has influenced American education in preparing students for a global world. The Associated School Project and the Man and Biosphere National Committees are two examples of the way UNESCO has promoted global education.

Muller, Robert, The Need for Global Education, Global Interdependence Center, Philadelphia, Pennsylvania, 1978, 10 pp.

Muller states the need for global education is of vital importance to the future of the world. The scientific and technological revolution has brought about rapid changes in resource consumption and life expectancy. The masses of people living today bring about new global problems. The lifestyle of a given area can affect the global balance. The market place is now international in nature, which demands a global understanding by students. The younger a student begins global education the more apt he or she will be to confront the conflicts of the future.

Shane, Harold G., "A Curriculum for the New Century", Phi Delta Kappan 62:351-358, January, 1981.

Shane directed the Phi Delta Kappa Diamond Jubilee Curriculum Project which was funded by the Lily Endowment. The findings of the international study disclosed the recommended basic concepts for the social sciences in the coming years. The recommendations are: 1. history of all the world, not just Europe is needed, 2. power consists of human capabilities plus resources, 3. human society is now a global society, 4. cultural pluralism meets with cultural compromise, and 5. foreign languages are important to understanding of the future. Shane states the attitude towards education in the U. S. may cause global education to lose ground. The home, school, and community must join together to stop this from happening.

U. S. Commissioner of Education Task Force on Global Education Report with Recommendations, Washington, D. C., October, 1979, 26 pp.

This report clarifies the nature and purpose of global education. Federal and non-federal projects in global education are outlined. A list of national, state, and local global programs were listed. Specific recommendations were made by the study. The elementary school and the secondary school should be the center for development of global studies. The expansion of global education needs to continue with direct cross-cultural experiences. Research should continue to improve the quality of global education. Communication centers are needed to disseminate materials across the country. Federal agencies need to continue support of programs in existence and create new programs to meet with the changes of the future.

Wilson, Angene H., "People, The Forgotten Resource in Intercultural Education", The Social Studies 70:258-264, November/December, 1979.

The article reported the outcome of a textbook study which revealed that often people of other cultures are seen as problems. The study stated few resource people of other cultures were used in classrooms. Pragmatism works for global problems such as water pollution, but not with people. The author suggests looking at the world as a system, not a series of individual nations. A global awareness of people is created from acceptance and appreciation of other cultures.

Wood, Jayne Millar, "Science and Technology for a Global Society", Social Education 43:420-421, October, 1979.

Wood points out the advances made by science since World War II. The progress has been at the cost of forming new global problems. The UNCSTD is designed to address these problems. Over 100 countries are represented in the conference which promotes global awareness. International cooperation will be needed to solve the complex global problems facing and shaping the future.

ADDING A GLOBAL PERSPECTIVE TO THE SCHOOL CURRICULUM

Elementary Program

Anderson, Charlotte J., and Anderson, Lee F., "Global Education in Elementary Schools: An Overview," Social Education 41:34-37, January, 1977.

The authors state global education is more than the study of foreign cultures and foreign policies. The student must reach a sense of global citizenship. The end result of an elementary global education is a student population which is able to make judgements, decisions, and exercise influence as members of a global society.

Clifford, Mary L., and Wheeler, Ronald, "Toward a Theory of Global Education," The Social Studies 70:186-189, July/August, 1979.

This article reveals a relationship between the attribution theory and global education. Young children formulate opinions of themselves and of others. A lack of awareness of other cultures leads children to misunderstand the people of other nations. The role of the teacher is to select materials which will help students reach an open-mindedness. The strategy for teaching global education is based on Shaver's three stages of attribution processing.

Cogan, John J., "Implementing Global Education in the Elementary School: A Case Study," Social Education 42:503-505, October, 1978.

The article outlines the total school curriculum plan for global education at the Louisa May Alcott Elementary School in Chicago. A yearly theme is chosen by the school and the entire staff works together to support the idea. Past themes have been "Reading as a Means to Global Understanding," and "It's a Small, Small World." The seven steps for implementation are outlined. The implementation begins with the actual designs of the classroom activities.

Morris, Donald N., "Global Education in Elementary Schools: Implications for Curriculum and Instruction," Social Education 41:38-45, January, 1977.

The article states global education must begin at an early age. Judith Torney's research influenced the finding of the author. Global curriculum plans need to be open to change. The elementary student is able to understand the global links in everyday life. Teachers have the challenge of preparing materials for young children which will help to create a sincere understanding of the responsibility of being a global personality.

Torney, Judith V., and Morris, Donald N., Global Dimensions in U. S. Education: The Elementary School, New York Friends Group, Inc., New York, 1972, 52 pp.

The study revealed perspectives are shaped early in life, and global education needs to begin in elementary school to shape the attitudes of future citizens. There is evidence that from ages 7-14 years is the most important for development of an international perspective. The cognitive study of the world may lead students to have an anti-global world-view. The rest of the world may be seen as a strange place without attitude changes. Civic education in elementary school must begin with setting high values on the human diversities and freedoms of all people.

K - 12 Programs

Alvarez, Carlos M., "In Pursuit of Perspective, A Call For A Transnational Dialogue," Global Perspectives, 2:9-10, April/May, 1981.

The article defines the misuse of global education. Educators have selected to confine global issues, giving many students a narrow world perspective. A transnational dialogue is needed for the field of global studies. Some teachers need direct exposures to cross-cultural realities. Educators need to look beyond the American root for solutions to global educational problems. Various channels of education may be used for this purpose. One channel is the use of foreign educators in the planning stages of curriculum materials.

Becker, James M., (ed), Education For A Global Age, McGraw-Hill Book Company, New York, 1979, 345 pp.

The book contains articles which suggest designs for schools to produce a global education. Both elementary and secondary school programs are outlined. Global education is concerned with awareness, knowledge, empathy, attitudes, and skills. The future is now. The American education system will need to face the problems presented by the communication revolution and the global world. A variety of community and national agencies will help schools prepare for the global age. The book provides a series of present programs in global studies that have met with success. The goals of global education are detailed and a reference section was compiled.

Case, Jeffery J., "Some Considerations On Global Education," News and Notes on the Social Sciences 1-3, Spring, 1980.

Case speaks of a shrinking world where the distance between social groups has decreased. Students learn about distant lands in a direct fashion. The author defines global education as a curriculum which studies global linkages. It is also a construct of knowledge about past collective social life for the preparation of the future. Teachers can improve education by designing activities, courses, and varied learning experiences which contain a global perspective.

Gaddy, James R., "The 21st Century, A Global Outlook--What Does It Mean for Students?" National Association of Secondary School Principals Bulletin, November, 1980.

Gaddy suggests a four point guide for creating a global outlook in students. The outlook is necessary to prepare students for global citizenship. The changes needed in curriculum are: more ethnic studies, more international studies, increased social views, global skills development, and varied teaching strategies. Students are the center of a global education.

Gilliom, M. Eugene, and Remy, Richard C., "Needed: A New Approach to Global Education," Social Education 42:499-502, October, 1978.

The authors state that global education is being viewed as a trend which will soon disappear. They suggest a four-front attack to solve this problem. The new approach involves the entire school's curriculum and the local community. The key is to connect the students with their community, their nation, and their world.

Hanvey, Robert G., and Kinghorn, Jon Rye, "A Review of Selected School-Based Global Education Programs" The IDEA Reporter, Winter, 1981.

Twelve global education programs were reviewed. The leaders of the programs were the instructing teachers. The teachers designed the materials and taught the course. The social studies classroom proved to be the center for most global education activities. The infusion of global studies within the established curriculum was often the case. The report found teachers were creative and motivated due to the contact with global education. Elementary schools used culture studies and secondary schools were more issue oriented in developing global perspectives in the classroom.

King, David C., International Education for Spaceship Earth, Foreign Policy Association, Washington, D. C., 1971, 184 pp.

The study relates the problems education faces in the 21st century. Students need to be prepared to face a rapidly changing world with a global awareness. A total revision of the social studies curriculum is needed. Also, other subject areas need to add a global perspective. This change will come slowlydue to the lack of teacher training and futures thinking. The present provides a chance to add a global perspective to the existing curriculum K-12.

King, David, "Education For A World in Change: A Report," INTERCOM 95/97;1-61, February, 1980.

The report covers three topics. Each section provides the reader with a foundation for establishing a global studies program in a school. The first section discusses the challenges presented education by the communication revolution in the global age. The following section lists the programs developed in various school systems. Concluding is a question/answer format about the implementation of global education.

Kinghorn, Jon Rye, Implementation Guide School Improvement Through Global Education, North-Central Association, n.d., 18 pp.

The guide directs the implementation of global education into the entire school climate. The program was designed by the North-Central Kettering Program. A beginning point was defining global education and global perspective. Each school will have unique definitions of these terms based on the needs of the school system. Implementation follows this pattern: 1. adoption, 2. school-wide committments, 3. curriculum considerations, and 4. continuous evaluation. The outcome of the program is prepared global citizens.

Ludwig, Bernard L., "Adding a Global Dimension to the School Curriculum," National Association of Secondary School Principals Bulletin 61:121-127. May, 1977.

Ludwig starts global education with the training of parents and teachers. The bridge between domestic and international loyalties needs to be crossed by leading adults before students can learn about global issues. An essential step towards the implementation of global education in the secondary school is a committment made by the board, school leaders, and teachers. The formulation of a school and community conference will start the work. Extra-curricular activities are possible places to add a global perspective in schools too.

Mehlinger, Howard; Hutson, Harry; Smith, Victor; and Wright, B'Ann, Global Studies for American Schools, National Education Association, Washington, D. C., 1979, 88 pp.

The book reviews the Global Studies Project at the Indiana University Social Studies Development Center. It provides a rationale for global studies based on the webbing of today's world. The response of the schools to global studies has been to incorporate a global perspective to most existing courses, add units on global topics to already established courses, or develop new courses on global studies. A collection of lessons and resources for global studies are provided. Also, a recommended evaluation process for global studies programs was explained.

Simonson, Michael R., "Global Awareness: A Curriculum Plan for World Study," National Association for Secondary School Principals Bulletin 61:75-79, October, 1977.

The article presents global education as a basic for the school curriculum. It is needed by all students to prepare them for the future. A model for implementation of a global perspective to the secondary school curriculum is outlined. The steps are: 1. form planning committee, 2. conduct faculty awareness sessions, 3. obtain and use global materials, 4. follow-up evaluation, and 5. restructure model. A K-12 global concept chart lists the awareness levels, curriculum activities, and techniques employed in a total-school program.

ADDING A GLOBAL PERSPECTIVE

TO THE SOCIAL STUDIES CURRICULUM

World History

Becker, James M., "Teaching Global Perspectives," Today's Education 69:37-41, April/May, 1980.

Becker states, globalizing the content of social studies requires that the world be viewed as a unit with diversity. The nation or region idea does not support this global concept. Citizenship study must include global citizenship. The study of transnational interactions includes the daily events in the home community. The study of national foreign policy should be replaced with the study of global political issues, such as human rights. Love of country is not destroyed by global awareness.

Global Development Studies, Management Institute for National Development, New York, 1973, 71 pp.

The guide is a model curriculum for secondary schools in global education. The course is designed to last one year. The model suggest an intense study of global perspectives to begin the work. Following is a segment of global history. A comparative study of geographical regions is next. The study leads to the awareness of the unity of the earth. The final step is a teacher/student evaluation. The guide provides a list of references to be employed by the teacher.

Kraft, Richard, and Victor, David, Global Perspectives Handbook, Mid-America Program, Bloomington, Indiana, September, 1976, 40 pp.

The handbook provides teachers with classroom activities for global education. All eight activities surround the concept of global interdependency. Exercises include problem solving, food distribution role-play, and a media presentation. There is an appendix of possible resources to design more global units for social studies.

Lippman, Judith Zinsser, "Nationality and History Education: A New Framework for World History," The History Teacher 12:37-43, November, 1978.

The United Nations International School plan for a multi-culture history course is discussed in the article. The goal is to introduce students to a world history which allows for pride in different ethnic backgrounds. The course used west and non-west materials. The interdependence of regions was reviewed. Time was spent on the past, present, and future role of the individual in society.

Otero, George G. Jr., "Sources and Resources for Teaching About Science and Technology in the Social Studies," Social Education 43:450-454, October, 1979.

The entire article is a list of resource materials to be used in the development of global perspectives in the teaching of science and technology in social studies courses. Teacher/student materials, newspaper courses, periodicals, and organizations are included.

Porter, Philip D., "A Resource Conservation Unit," Social Education 43:579-581, November/December, 1979.

Porter has designed a resource conservation unit to be used with elementary or secondary students. The article outlines ways of conserving energy on a local basis. The consequences of not controlling consumption are linked to a global crisis. It is concluded that various community leaders from energy companies could be used in the classroom study.

Remy, Richard C.; Nathan, James A.; Becker, James M.; and Torney, Judith V., International Learning and International Education in a Global Age, National Council For the Social Studies Bulletin 47, Washington, D. C., 1975, 104 pp.

The bulletin discusses alternative views of the world and the possible ways of designing a world studies program. A key to designing an international course is the instruction of the teacher. If the teacher sees the world as separate nation-states with concentration on self-interests, the class will study the world from this perspective. The teacher who objectifies the world as global in nature, will be more apt to develop humanistic political awareness. The formulation of a student's world-view is primary to the process of teaching young people about international issues. The design of a world studies program takes into account both teacher and student.

Richert, E. Susan, "Global Paper," Social Education 43:1-6, April, 1979.

Richert designed a secondary school unit to be used with the PBS three hour program, "Waging Peace". The activities included environmental conflict and international conflict solution formulation. The resolution methodology of various cultures was compared. The roots of American resolution methodology were traced.

Thompson, John M., "Teaching World History in the 1980's," Today's Education 69:44-46, April/May, 1980.

According to Thompson fewer school systems are requiring world history to be taught on a regular basis. This gap must be filled due to the international nature of the world. Exact content should be left to the school to decide. The article suggested guidelines to follow when deciding on the proper curriculum. The class should be organized from a global perspective. This would mean including non-west history.

Global/Local Perspectives

Becker, James M., "Needed: A Global Context for Local Actions," National Association of Secondary School Principals Bulletin 64:27-31, November, 1980.

The writer recognizes the need for global awareness by all people. The actions taken by local communities does affect the global community. Personal solutions to diet, family size, and transportation are globally connected. Some states have begun global/local awareness programs, (e.g. Michigan, Minnesota, Illinois, Kentucky, Vermont, and Indiana). These programs were stimulated by the Mid-America Program at Indiana University.

Bray, Charles W., "Changes in World Emphasize Crucial Role of Schools," National Association of Secondary School Principals Bulletin 64:43-49, November, 1980.

Bray addressed the National Foreign Policy Conference in June, 1979. He spoke out in favor of re-structuring American schools to prepare students for an interrelated world. Few people in the U. S. speak a foreign language and even less understand foreign relations, states the study. Changes have begun in locations such as Seattle, Washington. This program has used local/global aspects to establish global perspectives in the population of the area.

Brown, Lester R., "A Global Perspective: Ecology Lessons From a Lily Pond," Today's Education 67:73-76, November/December, 1978.

Brown compares the earth to a global lily pond at least half full. The global problems of population, energy, and food need to be confronted by the public schools. Local programs can help to establish a global understanding of vital issues. Ohio and Alabama have home garden programs to educate children about global food shortages. Community energy consumption and population growth can serve global educational goals.

A Final Report on the Mid-America Program For Global Perspectives in Education, Social Studies Development Center, Bloomington, Indiana, 1979, 98 pp.

The report charts the history of the Mid-America Program. The years covered were from 1974 to 1979. The report included: the conditions that inspired MAP, the operation of MAP, and a yearly review of MAP accomplishments. MAP served as a center for teacher training and material dispersion for global education. The midwest was the focus of the project. Many of the outcomes were projects that helped to illustrate the global linkage of a home community with the world.

Indiana in the World, Indiana Department of Public Instruction, Indianapolis, Indiana, 1980, 88 pp.

The handbook is designed to help teachers prepare Indiana students for global citizenship. Activities are devised to reveal the impact of the world on Indiana. A focus on ethnic appreciation and the language awareness was found in the handbook. Many of the activities sought to include parents, teachers, the community, and students in the action of global learning. A list of available references were listed to promote the development of future activities.

Karbal, Harold, "Global Education Begins at Home," Educational Leadership 38:67-68, October, 1980.

Karbal concludes global education begins by understanding ethnic groups in a home community. The article describes the usage of locally developed materials in the Detroit Public Schools. Students learned about the diversity of their own community and applied it to the global community.

Whelan, Sallie, "Peoria and the World and (Your Town) and the World," Social Education 41:20-26, January, 1977.

A review of "Peoria and the World Project" was provided in the article. James Becker and Chadwell Alger helped to start the project. The idea is to use local newspaper articles to show the connection between a student's hometown and the world. The articles were collected over the summer and used during the following school year in all curricular areas. Several suggestions are provided in the article for using local newspapers to add a global perspective to the classroom.

Global Citizenship

Anderson, Lee, Schooling and Citizenship in a Global Age: An Exploration of the Meaning and Significance of Global Education, Social Studies Development Center, Bloomington, Indiana, 1979, 486 pp.

Anderson reviews the importance of global education. He illustrates the changes which have been made to prepare schools for a global age. The book suggests everyone is involved in the final lesson of global education--the future of spaceship earth. The local actions of each citizen shape the destiny of life. The challenge which awaits each teacher is how can students be prepared to meet the demands of a global world now and in the future.

Anderson, Lee F., and Rivin, Gary L., "Citizenship Education In a Global Age," Educational Leadership 38:64-65, October, 1980.

The article explains the role each person plays as a citizen in the global society. Global citizenship changes the curriculum demands of schools. These changes direct students away from a passive idea of citizenship. The global citizen is active in local/global decision formulation. The future is part of civic education for a global age.

Anderson, Walt, "Education for Citizenship--Of What?", Learning, 9:44-46, July/August, 1980.

The article presents a new vision in the definition of citizenship. The old national definition does not meet the needs of today's world. The first major change, according to Anderson, is that governments are social/economic/political systems relating to a living environment. The second change is in the confines of citizenship. Humans are planetary citizens of an interdependent world.

Cogan, John J., "Global Education in Elementary Schools: Teacher Education," Social Education 41:46-49, January, 1977.

Cogan finds the kind of teacher needed for global education has unique characteristics. He or she is open to the plurality of the world. A good global teacher is flexible and has a positive self-concept. The teacher of global education is a role model for global citizenship. The teacher is a facilitator of learning. Both inservice and preservice are needed to create qualified global education teachers. Programs for teacher training might include both classes and direct cross-cultural experiences.

Combs, Arthur W., "Humanism Education, and the Future," Educational Leadership 53:300-303, January, 1978.

Combs reflects on the humanist movement in American education. He cites reasons for the continuation of the movement today. The first consideration was that human problems have grown more complex due to the interdependent nature of the world. Human beings face human problems instead of physical problems. Solutions to these world problems will need to be made by responsible and caring citizens.

Czarra, Fred, "Introduction: A Directory of Resources on Global/International Education," The Social Studies 70:195-196, September/October, 1979.

The introductory remarks of Czarra define the concept of world citizenship. World citizenship must be made a part of the student's consciousness. Creating an understanding for world citizenship is preceded by an insight into the web of food, energy, technology, and friendship shared by a globally linked world.

Education for International Understanding in American Schools, National Education Association, Washington, D. C., June, 1948, 241 pp.

The NEA Committee on International Relations, the Association for Supervision and Curriculum Development, and the National Council for the Social Studies joined together from April 1946 to April 1948 to explore the work being done to prepare students to deal with world problems. The goal for students to reach was to be creative in their thinking about attaining world peace. The term world-minded American is used at length in the study. It means an American who cares about the advancement of human welfare throughout the world. World peace is the ultimate goal of the world-minded citizen.

Remy, Richard C., "Criteria for Judging Citizenship Education Programs," Educational Leadership 38:10-11, October, 1980.

Remy formulates a plan to judge civic education programs. He states, good civic education needs to include the diversity of the American society. The definition of citizenship must include a global context. The global nature of the world stimulates these needed changes.

Futures Studies

Brodbelt, Samuel, "Education for an Interdependent Future," The Social Studies 70:11-15, January/February, 1979.

Brodbelt concludes that the social studies curriculum should provide students with the skills to build a humane future for the earth. Students should understand the negative possibilities of various courses of action. A personal connection needs to be made with the student to involve them in global decision-making. Everyday life holds a wealth of occasions to clarify global issues.

Combs, Arthur W., "What the Future Demands of Education," Phi Delta Kappan 62:369-373, January, 1981.

The article presents four problems the world will confront in the future. Each problem is discussed by Combs to show the relationship to the future needs of education. The problems include the information explosion, rapid change, the primacy of social problems, and the increased need for personal fulfillment. Each of the solutions to these problems lies in the minds of an individual trained to think about the possible futures of the world. Responsibility and identity for people are found in the global perspective of the planet earth. Humanistic goals should begin in the school to create an appreciation for values and beliefs.

Ferguson, Robert I., and Proctor, Patricia M., "Resources for Future Studies," Social Education 43:226-228, March, 1979.

The article provides a selected bibliography for teachers to use in preparation of a future studies program in the secondary school. General reference material, classroom material, audio-visual material, games and simulations, periodicals, and a list of organizations have been compiled.

Fitch, Robert M., and Svengalis, Cordell M., Futures Unlimited: Teaching About Worlds To Come, National Council For The Social Studies Bulletin 59, Washington D. C., 1979, 21-44.

Chapter two of the bulletin summarized attempts made across the U. S. to teach global futures. "21st Century", a course in Nordonia High School, Macedonia, Ohio, focused on the rights and responsibilities of a citizen in a society undergoing rapid changes. Future studies includes a view of the world holistically. It usually follows a theme approach of various global issues (e. g. population, food supply, and energy).

Chapter three lists the goals of future education. A standard goal is that the student must understand the world is a single interacting global system, and people are viewed as a single community.

Franks, Betty Barclay, and Hoard, May Kay, "Infusing A Futures Perspective into Standard Social Studies Courses," Social Education 43:24-27, January, 1979.

The article lists five ways to add a futures perspective to a social studies curriculum. The author states a global perspective is essential to futures thinking. Students need to look at the changing world in relationship to the interaction of cultures.

Kulawiec, E. P., "Futurism--A New Motivating Force," National Association of Secondary School Principals Bulletin 60:54-55, December, 1976.

The article established a justification for the study of futures. The changes in population, resources, technology, and science reveal a need to look forward to the possible results of these changes. The earth is a global village where local decisions affect the future of the planet. Values clarification and the development of self-concept are segments of futures study.

Ricken, Robert, "Futuristic Studies--The Alternative Within," National Association of Secondary School Principals Bulletin 60:48-53, December, 1976.

The article suggests that many programs in American schools need to focus on the future. Studying about the future is not singular, but plural in nature. Women and ethnic groups are viewed as the future-deprived. The global connection of future studies and global studies is that both develop skills in students to prepare them to make moral decisions about the future. The article suggests equal time needs to be given to the study of the past, present, and future.

SUMMARY AND CONCLUSIONS

Global education began with peace studies, future studies, and the study of developing nations, according to Becker (1973). He stated global education brings together the interdependent nature of the earth into one unit with diversity which restructures international education. Groennings described the elements of global education as: future jobs and living standards, national security, communication, education, and politics. Leestma (1978) added to the list of elements by including the unity and diversity of mankind, international human rights, global interdependence, intergenerational responsibility, and international cooperation. Marker offered population, food, and energy to the curricular elements of global education.

The challenges of global education, according to Becker (Fall, 1980), demand that all citizens understand the processes of the earth. Boyer stated, the earth's problems can not be solved without global education; therefore, challenging global education to seek solutions to international problems. Rapid changes in resource consumption and life expectancy have been brought about by science and technology, reported Muller, giving global education more complex issues which need to be resolved. Wilson concluded that pragmatism will not work in solving all global conflicts. People should be valued, not seen as problems.

Global education may be part of the elementary curriculum. Clifford and Wheeler supported that open-minded teachers are needed for global education in order to help young students formulate positive opinions of themselves and others. Torney's research found that global education should begin at an early age when students are beginning to formulate attitudes and opinions about the world. The Louisa May Alcott Elementary School in Chicago offers a themes approach to implementing global education in the elementary curriculum, according to Cagan (1978).

The entire K-12 curriculum needs to have a global perspective, concluded King (1971). The changes for this transition will be slow due to the lack of teacher training and futures thinking, he further stated. The impact of global interrelatedness joins all the curricular areas together and humanism is at the center of the global classroom revealed King (1977).

Implementation plans or guides have been developed in the United States. Kinghorn presented a four step plan: 1. adoption, 2. school-wide committments, 3. curriculum consideration, and 4. continuous evaluation. Ludwig concluded the beginning of implementation is successful when a school-community conference is formulated. Mehlinger stated global studies can be implemented in existing courses or by designing new ones. Simonson provided a global concept chart

for grades K-12 to help implementations reach expected goals and objectives. His secondary plan of implementation included the following procedures: 1. form a planning committee, 2. conduct faculty awareness sessions, 3. obtain and use global materials, 4. complete a follow-up evaluation. Becker (1979) recommended using federal and community agencies in the planning stages of global education implementation.

Becker (April/May, 1980) supported the idea that globalizing the content of social studies requires the world to be seen as a unit with diversity. The nation or region separations of the world are not global concepts. The Management Institute for National Development has designed a global history course. The components of the one-year course include: 1. intense study of global perspectives 2. global history, 3. comparative study of geographical regions in terms of unity, and 4. teacher/student evaluation of the course. Kraft offered in his handbook eight activities to be used in social studies classrooms to add a global perspective to the content. Lippman concluded that non-west history must be part of global history courses. The teacher with a limited world-view leads students to see the world as separate nations without unity, reported Remy (1975).

James Becker (November, 1980) cited a number of states which have begun global awareness programs. These programs illustrate that the world and the local community have a daily effect upon each other. Michigan, Minnesota, Illinois,

Kentucky, Vermont, and Indiana are some of the states with global/local awareness programs. According to Becker (1980), many of these programs were stimulated by the Mid-America Program at Indiana University.

Another global/local program has helped to establish a global perspective in many of the people in the area. Brown reported, Ohio and Alabama have home garden programs to educate children about global food shortages. Karbal further concluded that global education begins by understanding ethnic groups in a home community as it did in the Detroit Public Schools.

Citizenship education must be changed to meet the needs of a global age asserted Anderson (1980). These changes direct students away from a passive idea of citizenship. Walt Anderson presented a new vision in the definition of citizen. Humans are planetary citizens of an interdependent world. The teacher of global education should provide the role-model for global citizenship, maintained Cogan (1977). Combs reflected that the citizen who solves the problems of today's complex world must be responsible and caring. Creating an understanding of world citizenship is preceded by an insight into the web of food, energy, technology and friendship shared by a globally linked world, remarked Czarra.

Brodbelt concluded that the social studies curriculum should provide students with the skills to build a humane future for the earth. Preparation has begun at Nordonia High

School, Macedonia, Ohio, on a futures study course which views the world holistically, according to Fitch. Fitch further stated, a standard goal of futures education is that the student must understand that the world is a single interacting global system, and people are viewed as a single community. Franks offered five ways of adding a future perspective to the social studies curriculum. One of the steps includes giving equal time to the study of the past, present, and future. Kulawiec justified futures education by defining the earth as a global village where local decisions affect the future of the planet. Ricken supported this global perspective of futures education by stating that both develop skills in students to prepare them to make moral decisions about the future.

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